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THE EDUCATIONAL REVIEW

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Madras State Educational Conference

(From our Correspondent)

The 43rd Madras Educational Conference was held at Mangalore from the 6th to the 9th May, 1953. The Conference was well attended by delegates from all parts of the State. The Reception Committee had made excellent arrangements for the delegates.

WELCOME ADDRESS

Sri B. Manjayga Hegde, Chairman of the Reception Committee, in the course of his welcome address, said:

While I accept that our country needs a national language I cannot help pointing out that the regional language as a medium of instruction has not only brought provincialism and parochialism, but has created certain difficulties both for the pupil and the parent. For the pupil, because he studies all subjects except English in the regional language in his middle and High School classes but gets foundered when he reaches the University class where every subject is taught in English. There is still another disadvantage for the pupils. After passing their S. S. L. C. Examination, a majority of them seek employment in public offices where the correspondence is in English. As his knowledge and standard of English are far below the average he is unable to cope with the correspondence, with the result he often becomes a misfit for office work. For the parent who happens to be a public servant,

subject to transfers from district to district in exigencies of service, the education of his children creates a real problem to him. If regional language cannot be done away with, the Government should afford facilities to have sections opened in one or two centres in each taluk and town with English as the medium of instruction for the benefit of the children of public servants.

Another recent reform introduced after the advent of Independence is the starting of basic schools. I am afraid the system has not been working satisfactorily in many districts. At present, the system has failed to catch the imagination of the rural masses and impress upon them its aim, *viz.*, "learning by doing" which is said to be the very root and essence of the system.

Adult Education is another Scheme which has received the attention of the State in recent years. But the question remains to be answered whether the efforts made in this direction have proved successful and the results are satisfactory, having regard to the vast sums spent by the State under this head. Taking into account the financial condition of both the State and the Union Governments you have to consider which of the two—Adult Education or Elementary Education on a mass scale should receive priority.

Free and compulsory education is another subject which I would like to advert to. It is said that even to-day more than 32 lakhs of children go without any sort of education in this State. This is an appalling state of affairs. A remedy has to be found. In this district Compulsory Education has been introduced in a few areas. The main defects of the system as revealed in the actual working are the want of correct statistics showing the list of children of school-going age, the poverty of the parents, the absence of any suitable methods to enforce attendance of pupils and lack of effective propaganda and persuasion to make parents send their children. The other difficulty for local bodies is to provide suitable buildings for schools in compulsory areas with the inadequate grant of Rs. 1,000/- now being sanctioned for 30 school places by the State Government.

The Secondary Education Commission headed by Dr. Taxmanaswami Mudaliar is busy collecting statistics and opinions from educationists, local bodies, and others to reorganise the present system. As an organised body of educationists, the South India Teachers' Union has not only a right but a duty to make suitable suggestions and recommendations. In particular, you have to suggest a way to avoid the obvious defects of the existing system, resulting in a sense of frustration in the minds of students, waste of time and of their intellectual activities.

A word about the policy of revising syllabuses at short intervals. Revision of syllabuses at short intervals is seldom welcome. It is not conducive to the interests of the pupils, not to speak of the great hardship caused to publishers. I would endorse the opinion of one of the Headmasters' Associations that the control of Secondary Education should be in the hands of a Board comprising eminent educationists and the policy should not be allowed

to vary with every change of State Ministry or personnel thereof.

Finally I must refer to the question of teachers' salary. Unless a teacher is well paid and is able to maintain himself and his family with necessary amenities and comforts of life, one cannot expect him to maintain a cheerful outlook on life and promote culture, character and citizenship. It is true that to pay him more and keep him above want would mean a heavy burden, for the State Exchequer or for private agencies, just at the present juncture. But the question cannot be put off indefinitely. Do we not take up big projects and spend huge sums of money even in these days with the hope of raising the standard of the common man? Why should we not take up this question in all earnestness and try to grapple with it?

INAUGURAL ADDRESS

Sri K. Hanumanthaiya, Chief Minister, Mysore State, inaugurating the Conference, said :

I might mention a few main features of the Reports of the Mysore Educational Reforms Committee. The present system of Education has become a mass-production machine pouring out annually men and women who are swelling the ranks of not only the unemployed, but the unemployable. They acquire not so much integrated knowledge as a welter of facts for the purpose of passing examinations. They imbibe not so much discipline and wisdom as a psychology of rebellion and indiscipline. They tend to hanker after the material 'good things of life' to the neglect of the good life—a life lived in conformity with moral and spiritual standards. To remedy these defects, the Report has recommended the provision of compulsory manual work and moral teaching in all stages of education.

The manual work contemplated is not of the token type; nor of the scrappy sort that will be of no use in later life. It is intended

principally for the purpose of making the student fit himself for a profession or an avocation, and earn a living after education. Even during his scholastic life he must earn as well as learn, and a portion of the income so earned should, in each institution, be ear-marked to increase the pay and emoluments of the teachers. Of all the professions, I might say, teaching is the lowest paid, though the teacher's work is of national importance. Governments are unable to meet the extra expenditure involved in increasing the emoluments of the teacher. I, therefore, envisage a system of manual work in educational institutions in which the teacher participates not only in the work but also in the income thereof. This was the practice in our old Gurukula system of education.

India has a rich heritage of religious and moral teaching. They are embedded in our great scriptures, epics and other works. They have to be recited and explained to the students. That will be part of the moral education that I am envisaging. India is a Secular State. It is good it is so. But the term 'Secular State' should not be interpreted to mean a Godless State or an irreligious State. 'Secular State' means a State wherein religious heads do not rule directly or indirectly. It should not be construed to mean that in such a State, religions and their moral teachings and beneficent influence have to be discouraged and shunned. When everything is said and done, religion remains the highest moral force in society. To ignore this fact is to ignore the basis of society and human nature. Religion inculcates morality and right conduct in the individual and in society. Forms of religions do vary ; but the basic principles relating to human conduct and moral ideals, and the practices of all religions, at the higher levels, are surprisingly alike. Moral teachings in religious books should be preached and practised. Education without morality is like a body without a soul.

The Committee has also made its recommendations on the much discussed problem of languages in India. It has given its proper place to the English language. English has grown into a world language transcending territorial and national barriers. The trend of the times counsels us not to ignore this language. Hindi has been constitutionally recognised as the official language of India. The Committee has recommended the teaching of Hindi in our Schools and Colleges. The most important place has been given to the regional language. Kannada and Telugu have alphabets which are phonetically the same as the Deva Nagari alphabet. Provision will be made for students simultaneously to learn Kannada as well as Deva Nagari alphabets. It will help the students to learn Hindi more quickly. It will also enable the student to develop an inclination for learning Sanskrit which is the store-house of our religious and literary wealth.

The Committee has unanimously recommended that Primary Education should be of 6 years' duration followed by a Secondary Course of 6 years, the last 2 years of which would correspond to the present Intermediate Grade. We have thus eliminated what we were calling the Middle School, and the lower secondary examination.

The Committee has recommended that the minimum qualification for a Primary School teacher should be the S.S.L.C. and that he should have been properly trained. Training Schools for teachers have to be located in rural areas and they have to be made as far as possible residential. They have to be modelled on the basic pattern so that even if teachers are not to work in regular basic schools, their training should make them more efficient to do and guide the manual work prescribed in the Schools.

While on the subject of teachers I would like to state that the mass-production methods that now prevail in our educational

system have had one particularly disastrous result. They have almost completely severed relationship between the teacher and the student—a relationship which in India was traditionally held to be of fundamental importance. This means that there is no living current of ideas flowing between the teacher and the taught. But this is only a part of the evil. Knowledge of facts may come from books or from the largely routine class-room lecture. But it is a different story where wisdom and the good life are concerned. Reverence and love are the roots of wisdom. Now we find that the grand old concepts of GURU BHAKTHI and SISHYA VATSALYA—reverence for the teacher and love for the student—find no place in our system of education. Surely it was not under such conditions that the sages of the Upanishads taught ! This state of things has to be remedied. It is a difficult problem; but it has to be faced squarely.

PRESIDENTIAL ADDRESS

Sri K. Kuruvila Jacob, as President of the Conference, said :

When India became free it was the desire and hope of all that free and compulsory primary education of the basic type should be enforced throughout the country within ten years. During the last few years the spread of primary education has been slow and the number of basic schools in the State is still very small. Going at this rate we may not have universal primary education even in fifty years. The obvious answer to this problem is that an all-out effort should be made to increase production and thus raise the wealth of the country and the standard of living. But the spread of primary education cannot wait for better times. From this point of view, as an emergency measure, the new scheme of primary education of the Madras Government may have some justification that in rural areas where educational facilities are much less than in towns, the available

facilities may be used by twice the number of people. In the primary stage three hours of efficient learning of the three R's may be sufficient and the fact that a larger number of children will get this education should compensate for the loss to the children of the benefits of other organised educational activities of the School. However, this shortened Primary school system should be considered only as an emergency measure. The Madras scheme on the other hand speaks of it as an ideal and talks eagerly of apprenticeship of children to local farmers and craftsmen. It is extraordinary that an important change in the educational system of the State, which will affect many lakhs of children is being introduced in a hurry without consultations. We wonder what has happened to the State Advisory Board of Education which has not been consulted on any educational problem during the last two years. One can see certain ideals behind the Madras Scheme, but are they practicable ? Cannot the Scheme be tried in a few villages first with the co-operation of parents, craftsmen and teachers and then on the basis of that experience gained proceed with confidence ?

In this new scheme the teacher who has to work both in the forenoon and afternoon will have very strenuous work and his salary should be adequately enhanced. It will be good also to have provision for the employment of teachers for one session only, so that during the other half day they may be free to do some work of their own, perhaps a craft in which children who are free may join.

The reports we hear of the working of Adult Education Centres are discouraging, and apparently there is great wastage. After all, these adults, though they may be illiterate are not uneducated. Of course, if funds were available, then we should have proper primary education for all children and also adult education. But in the present financial conditions, shall we not choose to

spend the available money for children and thus prevent adult illiteracy in the future?

It is a fact which need not be denied that the average level of attainments have fallen. The main reason for this is the large expansion in education during the last six or seven years. While in the past it was select children who had opportunities that came to schools and colleges, it is now the entire cross section of the children that come—children of varying abilities, varying backgrounds. The fall in the average level of attainment is therefore natural and inevitable. It should be a matter for gratification that there is this urge from the people for children's education. The situation calls for careful planning. The right kind of education should provide for all the varying conditions and not simply cater for a low average type of education for all.

The country wants better standards in education and more facilities for the increasing number of children who are coming to schools. This is possible only with more schools, *i.e.*, more teachers, buildings, and equipment. Another important reason for the fall in the standards in education is the poor condition of service of teachers. There has been a slight increase in the salaries of teachers during the last five or six years, but this increase has only been a small fraction of the increase in the cost of living. How the teachers have gallantly faced their difficulties and carried on the difficult task of teaching under adverse conditions is something which the public has not fully understood. We can briefly state the essential requirements thus. Teachers should be assured of convenient houses to live in. They should be able to have necessary food for themselves and their children, to educate their children according to their capacities, to meet the medical bills for themselves and their families. When they retire from service they should have a pension or provident fund sufficient to lead

their normal life. This is not asking for any luxury, but only for the bare minimum which society should guarantee to the persons who are entrusted with the task of shaping the children—the future citizens.

We as teachers should share in the national effort for increased production. We have in our school opportunities to help in this national cause. In the citizenship training programme in our schools, there is a provision for simple manual labour or socially useful work.

This provision is a very important one. Children like manual work. If such work is organised as a group activity under the leadership of the squad leaders and class leaders, it will provide excellent training on orderliness and co-operative effort. The school building, the play-grounds and surroundings can be maintained clean and improved, if organised manual labour is arranged as a school activity. Those who try to keep the surroundings clean will not usually make the surroundings untidy. Children who are trained like this at school will not get into the miserable condition of some of the educated unemployed youth who would rather starve or be parasites than go into the field with a spade and earn a living, if they cannot get soft jobs for which they have been trained. There are still other ways in which schools can encourage production as an educational activity ; (a) vegetable gardening, not only through school gardens but through encouragement of vegetable gardens at home, through distribution of seeds and seedlings, (b) encouragement of poultry both as a school activity and as a hobby at home, (c) spinning and weaving at school and at home, pottery, leather work and various other useful crafts which children learn at school. There may be holiday camps where children may help in farms. These are some of the possibilities for schools to encourage production for national wealth and for training in an attitude of mind for

doing any kind of manual work without hesitation. This is not child labour, but an educational activity which can bring real joy to children and teachers alike.

I believe that the activities provided in the programme will help the children to be orderly, courteous, efficient and useful citizens. Some of the activities are borrowed from scouting, and there is no need to hide this fact—because most of the activities in scouting are excellent educational activities for citizenship.

The place of English language in secondary schools and colleges has been discussed in many meetings recently. It is now generally recognised that though it may not be the medium of instruction in schools, in secondary school children should learn English and attain a good standard. During the last two years, a careful study was made of this problem as to the right kind of syllabus and methods for teaching English as a foreign language. We are beginning the scheme in the First Form this year and I believe that schools will soon find a marked improvement in the standard of English.

I often feel sad that our children are to study three different scripts, while children in many of the other countries need to learn only one script. A common script would not only reduce the strain for the child, but would make the production of good books easier and cheaper. If we teachers keep that problem in our minds a solution will be found sooner or later.

One of the sad things in our country is that our social and business life is based on an assumption that people cannot be trusted. Even in the school there is a general assumption that individuals cannot be trusted. Yet, have we ever questioned ourselves whether it is a fact that most people cannot be trusted? The truth is the other way. Even worst people can be trusted and the few who are liable to betray trust will change when they find that the society

trusts them. Trust begets trust. Yet what do we do in the school to build up a society which is based on trust? This is a challenge which I have often keenly felt. During the last year our Sixth Form boys started a new venture on trust. They kept two tins of *kadalai* with two spoons in them and a locked box with a slit near it. A notice was kept near "On Trust. One spoonful for a quarter anna". This created excitement because it was so novel. In the evening when the money in the box was checked there was a slight excess. Very soon other classes also started the sale on trust. There were losses sometimes, but very often the pricked conscience worked hard and made the boys put back the money if they had cheated. This is only an example to show that schools must take up the task of revolutionising the society and build it on mutual trust. We should work for the day when the whole system of education can be based on trust. The place to begin this is the home and the class-room.

We are beginning to see more and more clearly that to bring peace and happiness to individuals and to nations there are only two fundamental laws—Love God and love your neighbour as thyself. On these two laws rest real happiness and peace. Whatever one may teach in schools, these basic truths should be there if education is to be of real value and it should be our privilege to help children in the search for truth, not only truths in science and history, but truths about God, the Creator of all, the Eternal Truth.

THE EDUCATIONAL EXHIBITION

Sri K. Sanjiva Bhat, M.A., L.T., District Educational Officer, South Kanara, while opening the Educational Exhibition, said:

Every kind of Conference is generally accompanied by an exhibition. Though some kinds of conferences may not suffer on account of the absence of an accompanying exhibition, I feel that an Educational

Conference would be lacking very much if an Educational Exhibition be not organised along with it. For in these days when new techniques are being employed to make education efficient and effective, when so much emphasis is laid on audio-visual aids to education, when modern education includes new activities such as games, arts, crafts, hobbies, citizenship training and other practical means of developing the full personality of the pupil and also includes technical courses of studies, an Educational Exhibition is an excellent opportunity to some schools for the production of the best specimens of these techniques and practical aids and is an excellent occasion for their popularisation among all the teachers.

I believe that the exhibition will benefit the general public also, as there is a general section of the exhibition which will be of interest to all. It seems that the general sections is built up round the nucleus of the Mahatma Gandhi Museum of the Canara High School, which is reputed to be one of the finest school museums in our country. While the general public would get a correct and full picture of modern education from the educational section of the exhibition, they would get ample instruction and enlightenment from the general section.

RESOLUTIONS

Among the resolutions passed at the Conference are the following :

This Conference reiterates its resolution of last year in respect of salaries, leave rules and old age provision including Provident Fund - cum - Insurance - cum - Pension with Gratuity and that it should be given immediate effect by Government.

This Conference requests that teachers of all cadres under all managements be given house rent allowance and dearness allowance both at rates applicable to employees of the Central Government.

This Conference requests that the age of retirement of all grades of teachers under

all managements including Government be fixed at 60.

This Conference expresses the view that in order to ensure continuity of policies and ordered progress in education, a Board of Education should be constituted with statutory powers for the planning and organisation of education.

This Conference urges that a Teachers' Council be constituted to lay down standards for recruitment to the Teaching Profession, to ensure the maintenance of personal standards amongst teachers and to examine all cases of professional misconduct.

This Conference notes with great concern the serious discontent amongst teachers especially in aided Elementary Schools and invites the attention of Government to their legitimate grievances as expressed by the Elementary Teachers of Malabar and urges Government to take immediate action so as to ensure to teachers (a) security of tenure (b) proper conditions of service (c) adequate old age provision and (d) at least the minimum salary scales recommended by this Conference last year.

This Conference is of opinion that the present system of Elementary Education to be given effect to from the beginning of 1953-54 in rural areas of this State is not likely to produce the effect desired by the Government, but may on the other hand produce harmful effects on the children of the age group 6-10. The provision of 3 hours a day for the learning of tool subjects (language, arithmetic, and General Knowledge) leaving the child to be apprenticed under a craftsman or a farmer would put the children to such a strain that it would be injurious to their physical and mental growth, and further deprive them of emotional satisfaction they derive from their companionship with others of their own age in recreative activities. It is further of the view that in the present state of village life there is very little scope for any kind of

apprenticeship as contemplated in the scheme, and as such it would be impracticable, and if introduced would result in a serious lowering in standards of attainment. The Conference is of the opinion that the objective of the new scheme namely, instilling into the minds of children a sense of dignity of labour and create in them a work habit, can be secured by the present scheme itself if the schools should be given

some measure of assistance. Therefore in the interests of sound education this Conference calls upon Government not to proceed with the new scheme. This Conference deploras that a scheme of such vital importance affecting the education of several lakhs of children should be sought to be introduced without having been considered in all its bearings by a competent body of educationists.

New Elementary Education Scheme Epochmaking

By LT. COL. S. PAUL, *Principal, Guindy Engineering College*

EVER since I read in the papers about the modified scheme for school education, I was one of those who had followed the progress of the same with eager interest. As a Principal of the Engineering College, Guindy, connected with technical education for about 30 years, I was of the opinion that the principles underlying basic education should also be implemented in a modified form in technical institutions and to a large extent this has been done in various forms, such as conducting the IV, V and VI Engineering Exhibitions, Guindy, running of the hostel by the students, running of a canteen for giving special amenities to students, Social Service work in nearby villages, running of the transport system by a committee of students, running of a power farm and dairy farm for the benefit of students, and the building of a dam across the Adyar river for implementing the water-supply to the Engineering College, Guindy and nearby places like Little Mount, Saidapet and Alandur.

In implementing such schemes there has been a certain amount of criticism even from experienced members of the staff and the public. But it goes to the credit of the

students that they have whole-heartedly co-operated in the schemes and the implementation of such activities has brought very beneficial results.

EXAMPLE FROM CEYLON

The starting of the basic education in the State has not met with the same zeal and enthusiasm as it warranted, but it may be attributed to the fact that the principles of basic education cannot be fully integrated into the existing structure of school education. The present proposal of the Chief Minister, however, is the nearest and best approach to achieve the same purpose. I wish to give two instances where such a scheme has been tried and proved to be very successful.

My father was the Manager in Karainagar, Jaffna, Ceylon, for 13 Tamil schools and one English school. The hours of class work for these schools was only one session from 10 a.m. to 1 p.m. The pupils of the school consisted of various classes, some children of farmers, others of fishermen and others of parents following different other vocations. But in all cases the children were out in the morning from 5 a.m. to about

8 a.m. helping their parents in their normal vocations and attended school from 10 a.m. to 1 p.m. In the afternoon, they again assisted their parents and even took part in healthy recreational games.

The knowledge that these pupils attained in the Tamil schools, where the instruction was entirely in the vernacular, and in the English school was marvellous. The knowledge of their regional language, and of English, Grammar, History, Geography and Arithmetic, was very high. In the annual test conducted by the Inspector of Schools, I have seen the remarks made by the Inspector about the high standard attained by the pupils.

In one instance, the Inspector examining the High School students, wrote in the "blue book" that the standard attained by the pupils was perhaps the best in the whole of the island. The pupils from some of these schools are today occupying most important positions in the Government. Even in competitive examinations they have ranked high.

TEACHERS SET EXAMPLE

One of the most important things to note about the teachers in these schools was that they themselves followed some vocation, mainly farming, and their knowledge of sowing, reaping, weeding, planting of crops and irrigating, was as good as their proficiency as teachers. They could put their hands to any sort of manual labour and were proud to belong to such a profession, although they were teachers. As a youngster I met one of the teachers, late one night, carrying a huge bundle of straw on his head. He was an M.A. of the Madras University and was an F.R.A.S. On his exposition of the Haley's Comet, the Royal Astronomical Society granted him the Fellowship. Although he was a Professor of Mathematics, yet he was one of the ablest Tamil scholars. This is an example

of a country where the percentage of literacy is as high as 95 per cent.

THE SINGAPORE SCHOOL

I was also a pupil in the Anglo-Chinese School, Singapore, for a period of two years. Singapore is a place which has had not only the impact of British organisation and culture, but has got, to a large extent, the impact of American training and culture. The school were conducted in two sessions; the morning session from about 8 a.m. to 12 noon for one set of pupils numbering about 2,000; and the evening session from about 12 noon to 4 p.m. for a different set of pupils. The idea of running two sessions was to enable the majority of pupils to assist their parents in whatever walk of life they were.

As a student of the Anglo-Chinese School I have accompanied some of my friends, who were in the shoe-making industry, and I have seen they were experts at making shoes. There were others who used to assist their parents in carpentry work. I had a passion for work of this nature and I have spent hours in shops working with carpentry tools.

There were several others who were shop assistants in their fathers' shops. Many others were children of farmers, coming from a distance of three to five miles, and I have gone into their gardens and seen the magnificent way in which they were cultivating vegetables and flowers. There were two Punjabi brothers whose father was running a dairy farm and supplying milk to thousands of residents in Singapore. I have seen the way the two brothers used to assist their father in running his business in the afternoon and in certain instances I have seen one of them delivering bottles of milk to various houses early morning before attending school. The idea of working half-a-day and studying half-a-day is mainly an American idea and it has fitted,

into the scheme of life of the people in Singapore and Malaya, to a marvellous degree.

The above two examples are given to show that the modified scheme now contemplated by the Chief Minister is the only solution to the educational problems of our country and deserves the fullest co-operation and support especially of the teachers and managements who are running the schools in various parts of the State. As a Principal I have had occasion to deal with thousands of students who sought admission to this college to be trained as Engineers. Sometimes it is pathetic to see the helplessness exhibited by the students in tackling practical work which is so fundamental to an Engineer.

In training the cadets of the University Officer Training Corps, with which I was associated for over 21 years, I have noticed the colossal ignorance exhibited by the students in the handling of a pick and shovel for training in trench-digging, which is so vital for a soldier; this is ample proof that our educational system has not integrated a certain type of training which is so vital to students. Where I could handle a

shovel and a pick with skill and proficiency the students were heavily handicapped.

DIGNITY OF LABOUR

It is time we brought into the scheme of our education an attitude in the minds of our pupils that they were born and bred in the soil and that they will return to the soil and it is, therefore, expedient and necessary that they should not be ashamed to own they were the sons of farmers and of labourers, that their fathers maintained the dignity of their profession, which they should own as a proud heritage.

I am sure that if the teachers and the managements have the vision to realise this epoch-making change in the history of our education that is being now launched by the Chief Minister, they would realise that it is not antagonistic to the scheme of education that has been in existence all these years. On the other hand, they will be clearing the weeds and thorns which has accumulated round this noble edifice and which is tending to cloud the issues. In my opinion, the modified scheme of school education deserves the heartiest support and fullest co-operation of every one concerned.

—Courtesy, *The Indian Express*.

Library Service in Five Year Plan*

By DR. S. R. RANGANATHAN, M.A., L.T., D'LITT., F.L.A., *Professor of Library Science, Delhi University.*

1 EDUCATION

Measured by number of pages, the Five Year Plan appears to exhaust itself with food, clothing and shelter. Agriculture and industry loom large in it. These are essential for the physical well-being of the teeming millions. Modern agriculture and industry are however dependent essentially

on the mental capacity of the people. They have to be posted with the latest information from time to time. They should develop mental agility to meet unforeseen new situations. For this purpose, the Five Year Plan provides for expansion of education at all levels—elementary, secondary, social, university and technical.

* Working Paper for discussion, at the Tenth All India Library Conference at Hyderabad,

11 LIBRARY

The Plan also envisages the library as an agency for perpetual universal self-education. To this, it is led by Article 45 of the Indian Constitution. It gives a directive that education must be made free and compulsory. Universal elementary education is only a means to perpetual self-education with the aid of recorded thought. The Plan has therefore a nation-wide library system as the objective. The apex of this system will be the National Central Library. Its vast base will be made of about 160 City Library Systems, 400 Rural Library Systems, Academic Libraries and Industrial Libraries. The full blue-print of the ultimate design has been completely drawn up. It will be found in my *Library Development Plan : A thirty year programme* (1950) published by the University of Delhi. Greater details have also been worked out for about 6 constituent States.

12 LIBRARY SERVICE

The immediate work is to launch forth the first instalment of service. This should begin both at the apex and at the base.

2 NATIONAL CENTRAL LIBRARY

At the apex, the National Central Library should be established with the following minimum functions to begin with:

1. Copy-right deposit;
2. National bibliography ; and
3. Service within the library.

21 BUILDING

The building described in the *Library development plan* admits of being executed in a series of small stages. With an annual 10 lakhs alone ear-marked for the building, during the first Five Years, the necessary building space will be progressively available.

22 SERVICE

The annual budget for the reception, maintenance and service of the copy-right

collection, and the production of the monthly instalment and the annual cumulation of the National Bibliography will be Rs. 1,20,000 as estimated by K. D. Puranik and S. P. Phadnis in their paper *State and national bibliographies: An estimate* included in *Public library provision and documentation problems* ed. by me (1951). In this connection, we must avoid the mistake of other countries and include in the National Bibliography official publications also. The index may give an easy tool to spot out the latter. The Subject-Analytical Bibliography of learned periodicals should continue to be in charge of the Insdoc (=Indian Science Documentation Centre) at Delhi.

3 ACADEMIC AND INDUSTRIAL LIBRARIES

In regard to the development of the base of the library system, the University Libraries are already there. They must be given better finance. Even more important, they must be manned better and made to become an integral part of the means of creative education. A few industries have established research libraries. These will grow duly in the measure of their needs.

4 PUBLIC LIBRARY SYSTEM

41 PRESENT POSITION

The public library system is least developed. Madras is the only State with a Library Act. The present Minister of Education is keen to develop it. To help the Government, I have described in detail in my new book *How to make the Madras Library Act work* what can be done profitably in the first five years. Bombay started on the basis of voluntary library subscription by the public. As expected this shows a tendency to go slow if not fizzle out.

42 SCHEME 2 OF PLAN

Action under scheme 2 of the Ministry of Education under the Five Year Plan may well be to provide aid to the libraries in these two States and make them function up.

5 SCHEME 1 OF PLAN

The first scheme contemplated appears to be to make library service an integral part of the Intensive Educational Development of Selected Areas. Each Development Block will have about 100 villages occupied by a lakh of people. The chief town in the area may maintain the book-collection. This may become a Branch of the District Central Library when it is established in due course. At present, this is conceived only as a Pilot Project. We may start with 30 Development Blocks in the first year. An equal quantum may be added in each of the remaining four years. No money should be spent on the purchase or construction of buildings.

TYPICAL DEVELOPMENT BLOCK

Each Development Block should aim to have 10 copies each of 1,000 books. These will cost Rs. 50,000. The furniture may require Rs. 6,000 and the travelling library-van properly fitted, Rs. 24,000. This sum of Rs. 30,000 is capital expenditure and need not be fully repeated in the next 4 years: 3 professional librarians, 6 semi-professionals and 9 non-professionals (including unskilled) will be necessary for service and maintenance. This will cost Rs. 32,000 a year. Contingent expenditure may require Rs. 8,000. Thus each Development Block should be given Rs. 90,000 or Rs. 1 lakh in round figures, as annual recurring grant, and Rs. 30,000 for capital expenditure.

61 FINANCE FOR 30 BLOCKS

30 Development Blocks will thus cost Rs. 40 lakhs in the first year. In the later years, they will cost only Rs. 30 lakhs. Perhaps the Government of India will provide Rs. 10 lakhs and the State Governments will provide the rest—say Rs. 1 lakh by each State Government.

PERSONNEL

What decides the success of the project will be the personality and the professional

training of the 90 professionals needed. These will have to train the 180 semi-professionals. The most economical method will be to train the 90 professionals centrally. This is desirable in the first few years to establish proper standards for all the Development Blocks. With the necessary grant from the Central Government, it should be possible for the Department of Library Science of the University of Delhi to employ the necessary number of additional teachers to train these men within one academic year in its First Year Course. The teaching staff may cost Rs. 15,000 in a year. There is also the stipend to be paid to the trainees.

71 FIRST TEN MONTHS

The first ten months should be spent in training the staff. Even while taking the training, book selection can be made. Books can also be purchased, classified and catalogued as part of the course—one of each of the ten copies of the books. The capital equipment too can be ordered.

72 LAST TWO MONTHS OF THE YEAR

In the last two months of the year, the capital equipment will be brought to use. All the 10 copies of the books will be given the necessary physical treatment. They will be ready for service. The personnel too will be competent to do service.

73 SECOND YEAR

Service can begin in the second year. Any hasty beginning of service in the very first year, without the prior training of the staff will bring the project into disrepute. This is a fatal fault which has wrecked many library projects. India can learn from the past experience of other lands.

74 FOREIGN EXPERIENCE

Sending men on the tempting foreign travelships to foreign countries at the beginning is another danger to be avoided. This danger has been fully seen during the

last few years. The proper time to send out our men to observe library service elsewhere will be after five years of service amidst our people. Then only the professional men would have sufficient maturity and their roots would have been well established in the soil of library service, to derive benefit from a travel for 3 to 6 months in some of the Scandinavian countries and Great Britain where library service is given on economic and yet progressive lines. A visit to U.S.A. will then enable them to learn what is valuable there without imitating the hugeness of its libraries and their expensiveness.

8 WORK FOR CONFERENCE

The main work to be done at the Hyderabad Conference will be:

1. To finalise the positive proposals made in this working paper; and
2. To select the 30 Development Blocks in the light of the Community Centres already functioning and the other local conditions prevailing in each of the constituent States.

ISSUES FOR DISCUSSION

81 BASE OF THE LIBRARY SYSTEM

1. What should be the basic collection of books for a Development Block of 100 villages? Is a collection of 10 copies of each of 1,000 books acceptable?

2. Will Rs. 50,000 be sufficient to buy the basic collection?

3. Will Rs. 6,000 be sufficient for the initial furniture, including book-racks?

4. Will Rs. 24,000 be sufficient to equip a travelling library van with provision for issue counter, extension materials, and all other conveniences and amenities?

5. Is a staff of 18 (=3 professionals, 6 semi-professionals, 9 unskilled including driver, chaprasis and cleaners) sufficient for each Development Block?

6. Are the following qualifications suitable for the staff:—

1. Professionals: A basic University Degree, a University Diploma in Library Science, knowledge of the language of the Development Block, good personality and capacity to do hard work as a pioneer.

2. Semi-Professionals: Being a native of the Development Block or its immediate neighbourhood, successful completion of high school course and persuasive demeanour born of love of social service.

7 (1) Are there enough unemployed men with the prescribed qualifications to be appointed straightaway as the professional staff of Development Blocks?

(2) If not, is it a good plan

1. for a special Selection Board to recruit graduates with personality and promise of industry from each of the regions within which a Development Block is to be established;

2. for making provision for their taking the course and earning the Diploma in Library Science as probationers;

3. for making them work in the Development Blocks of their respective regions; and

4. then confirm them if found satisfactory?

(3) What should be the stipend of the probationers during the period of training?

(4) Will in-training be sufficient for the semi-professionals?

May the semi-professionals be brought into service during the last two months of the first year?

8. Is the following scale of average monthly salary adequate?

- | | |
|------------------------|--------------------------|
| (1) Professionals | ... Rs. 300 (200-20-400) |
| (2) Semi-professionals | Rs. 150 (100-5-200) |
| (3) Clericals | ... Rs. 100 (90-2-110) |
| (4) Drivers | ... Rs. 100 (90-2-110) |
| (5) Chaprasis | ... Rs. 70 (65-1-75) |

9. Then what is the average cost of the staff for one Development Block?

10. Can the probationers be made, during their period of training, to do book-selection, and to classify and catalogue the 1,000 books purchased for their respective centres?

11. Will the cost of transporting the 1,000 books from the training centre to the Development Block be adequately compensated by :

(1) the realism the work will give to the probationers;

(2) the advantage of being able to complete the physical preparation of the books for service, within the remaining two months of the first year; and

(3) the advantage of being able to start regular service at the beginning of the second year?

12. Should the Government of India provide money for the teaching staff of the school for probationers?

13. What is the number of Development Blocks which can be established in the first year?

14. What should be their distribution by the constituent States?

15. What is the most favourable area in each State to locate the Project Development Block of the first year?

16. How many Development Blocks can be established in each of the four remaining years of the Five Year Period? In what areas should they be located?

17. In how many years will each State have fairly full-developed Library Service by following this Plan?

18. When will each State reach the stage of having its own Library Act and placing its library service on a normal permanent basis i. e. City Library Systems, Rural Library Systems and State Central Library?

82 NATIONAL CENTRAL LIBRARY

1. Can the erection of the buildings be spread over 10 to 15 years?

2. Can the following be taken up as the first functions of the National Central Library:—

1. Receiving and organising for service the Copyright Deposit for India as a whole ;

2. Preparing the National Bibliography—monthly issues and annual cumulated volume; and

3. Giving facilities for reading its books within the library premises?

3. In what year can it take up the functions of:—

1. International Exchange of publications;

2. Co-operative and pre-natal classification of books produced in India;

3. Library service for the blind;

4. Inter-library loan and International loan;

5. Documentation service in subject fields;

6. Library service to sea-farers; and

7. Promotion of contact libraries abroad?

4. What will be the staff required for the first instalment of functions?

5. What will be the cost of the staff mentioned in 4?

6. How are they to be trained?

7. What will be the cost of each instalment of the library building?

8. When can the National Central Library begin to acquire foreign books, first as a supplement to the resources of the other libraries in the land and ultimately as a good coverage of the world's output of thought?

9. What are the lines along which the National Central Library should share its functions with the State Central Libraries as and when they get established?

10. In particular, can the latter co-operate with the former by making the State Bibliographies an integral basis for National Bibliography?

11. Can the Prenatal classification and cataloguing of books be done co-operatively by the National and State Central Libraries? If so, how should the work be allocated among them?

12. Does the Library Bill for the Central Government drafted by me and approved by the English All-India Library Conference in 1949 admit of:

(1) the functions of National Central Library being assumed progressively, according to a time-table to be fixed from time to time by the Central Government in the light of:

(a) the finances available;

(b) the national economy to be got by its functions; and

(c) the professional staff available;

(2) a healthy co-operation being promoted between the National and the State Central Libraries so as to effect national economy; and

(3) the National Central Library becoming a helpful channel for India's exchange

of thought and cultural contact with the other nations of the world?

83 CO-ORDINATION AND INSPECTION

1. Will it be more conducive to economy and efficiency if the work of co-ordination and inspection is entrusted in the first Five Year Period, to a non-official agency like the Indian Library Association working in concert with the State or Linguistic Library Association of the area concerned?

2. If so, what financial aid should be given to the Association to cover:

(1) the travelling expenses; and

(2) the honoraria for its representatives?

3. In how many years will the National Central Library reach a steady stage in its internal working and take up the work of co-ordination and inspection?

4. How many years will be taken by each State Central Library to develop to a stage when it can take up the work of co-ordination and inspection of the library system of the State?

5. As and when State Central Libraries come into the picture, what should be the residual function of co-ordination which should be exercised by the National Central Library?

Bilingualism for India

BY SRI P. KODANDA RAO, *Servants of India Society, Poona.*

In his Presidential Address to the Indian Languages Development Conference, held recently in Poona, Mahamahopadhyaya P. V. Kane, a former Vice-Chancellor of the Bombay University and a great scholar and patriot, observed that it would not be in keeping with the dignity and self-respect of India to retain a foreign language like English as the official language of the Union and the medium of instruction in the

Universities for an indefinite period. He added that there was probably no *free* country in the world where instruction in the schools and even in the University was imparted through the medium of a foreign language. His main objection to the English language was that it was *foreign* and therefore its retention hurt the self-respect of India, particularly when she became free and independent. Mr. C. Rajagopalachari, no

less a scholar and patriot, claimed that the English language was one of the languages "given us by our Goddess Saraswati", and pleaded that India should not give up the English language, which was a universal language and the language of modern science, research, politics and scholarship. (Public speech in Madura, 23rd March, 1953). Mr. Kane admitted that today and perhaps for the next fifty years English had no equal competitor for higher administration and education in the regional languages of India and that it might have to continue beyond the fifteen-year limit envisaged in the Indian Constitution. His attitude seems to be that the English language should be tolerated for the minimum possible time as an inescapable evil while Mr. Rajagopalachari would welcome its retention as desirable.

"Foreign" seems a *political* concept, denoting nationality. But no language has a nationality. The English language is not of the British nationality, for people of the American, Indian, Japanese, Russian, German, and other nationalities speak it in varying numbers. Indeed, languages have no political, religious, racial or sex, correlations. Anybody of any race, religion, sex, profession or nationality, can learn any language for work or enjoyment, if he or she has the need and the opportunity, even as he or she can learn any branch of knowledge, Arts, Sciences and Technology. Nobody is born with a language; everybody acquires it after birth, even as he acquires other items of knowledge and skill, like eating, dressing, playing, etc. The English language, like any other element of culture, cannot be "foreign" to anybody; it is new until acquired.

The regional languages, including Hindi, are claimed to be "Indian" languages because they are spoken in India, though not by *all* Indians. All the languages listed in the *Linguistic Survey of India* are "Indian" languages. In that special sense, English also is an "Indian" language because some

Indians speak it, and more particularly the Anglo-Indians, who are Indian nationals.

Another prevailing concept is the one of "my" language and "your" language. It has led to much linguistic patriotism and imperialism and mutual jealousies and rivalries both in India and elsewhere. But there can be no "my" language, since "you" can learn it. In which case, it becomes "ours".

Urdu is not the language of the Muslims, for millions of Muslims in the world do not speak it and millions of non-Muslims speak it.

In evolving the language policy of India, as of other countries, the appropriate criterion is communicational utility and not historicity. For language is a medium for the communication of thoughts. Few that love *Shakuntala* or *Hamlet* speak today the languages they spoke. The nature and number of languages which one *should* learn, depend on his communicational needs, though everybody should be free to learn as many languages as he pleases. Of any language, most people need only a working knowledge, and only a few scholars need intensive knowledge.

The maximum communicational needs of most people in India can be met with minimum strain by bilingualism of the Regional Languages and English. Today the local Regional Language is the medium of the lower levels of administration while English is the medium of the higher and national and international levels. One language, English, has served both national and international purposes. It is not necessary to have two languages, one for the national and another for international purposes. The retention of the present horizontal bilingualism in administration will involve the least dislocation without lowering efficiency.

In education it is best to have vertical bilingualism of the regional language and English. Broadly speaking, in the post-

primary stages including the University, the regional language may be used as the medium of the Arts subjects, and English as the medium of the Sciences and Technology. And every pupil should be required to take at least one course in each of the three branches of knowledge. Thus every pupil will have a rounded education and be familiar with two languages, the regional language and English.

Eminent Indian educationists have pleaded that English is necessary for higher education in India. But it is even more necessary for almost everybody. Most people have to work for a living, and have to learn to do their work. It pays to go in for up-to-date efficiency. The most up-to-date knowledge in most occupations is more readily and inexpensively available in the English

language than in any other, because of the large circulation of published matter. Every Indian worker, skilled, semi-skilled or even unskilled, stands to gain by acquiring a rough working knowledge of the English language.

Hindi is as 'foreign' as English to those who have not learnt them. If learnt, English is far more useful than Hindi. Hindi, or for that matter any other language, may be learnt by those who need it for any purpose, but it need not be learnt by all Indians for the sake of national unity. Switzerland is a single nation, but has at least three languages. If a common second language be needed to cement national unity, English will do it far more effectively than any other language.

Radio School for Outback Australian Children

BY MARJORIE THOMSON

The New South Wales State Minister for Education announced recently (April, 1953) that a radio school for children in the isolated far-west of New South Wales would operate before the end of 1953.

This two-way school of the air will take school lessons into the home of 72 outback children whose families possess two-way radio transmitter and receiving sets, called Transceiver sets.

The Education Department plans to use the facilities of the Flying Doctor Service in the early stages. The service will operate from the Flying Doctor Radio Station five miles from Broken Hill and lessons will be sent by land line to children within several hundred miles' radius. Broken Hill is 100 miles west from Sydney the capital of New South Wales, and is the silver lead-mining centre of Australia.

Lessons for the various age groups will be relayed over the service in two morning periods. Later, afternoon periods will be

included although reception is usually not as clear as in the morning hours.

It is anticipated that a further 10 children will become pupils of the radio-school after it begins operating. Their parents have indicated their willingness to instal suitable radio sets when the school actually begins later in the year.

The New South Wales Minister for Education, Mr. R. J. Haffron, got the idea for this outback radio school when he visited the Flying Doctor Radio Station at Alice Springs, in Central Australia, in 1952.

The specially constructed two-room school with a broad-casting studio at Broken Hill will have a piano, a record-player, a tape recorder and amplifiers.

A teacher is being specially trained in Sydney to do the job.

A similar radio school of the air has been operating since 1950 from Alice Springs, in Central Australia. This school serves up to 200 pupils within a radius of 16,000 square miles.

News & Notes

Oberlin College, where India's Vice-president, Dr. S. Radhakrishnan received an honorary degree on June 8, was the first college in the United States to admit women as well as men students.

Founded in 1833, when there was still Negro slavery in the American south, it was also noted as a pioneer in refusing to bar students because of race.

The college is located in Oberlin, a small, pleasant residential community about 35 miles from Cleveland. Its present enrollment of about 2,100 includes students from many countries, including India, Japan, Thailand and Malaya. As is true in many other American colleges today, a substantial portion of Oberlin's students work to earn a part of their college expenses.

Dr. Radhakrishnan was greeted by Oberlin's President Dr. William Edward Stevenson, who was in India last winter under the U. S. State Department's educational exchange programme.

Today many American colleges and universities are coeducational. But in 1841, when three women were graduated from Oberlin's classical education course, they were the first women in America to receive the degree of Bachelor of Arts on conditions prevailing in the best men's colleges of the time.

Oberlin also played an exciting role in the struggle to abolish Negro slavery in the United States. Before the American Civil War it was one of the "stations" of the so-called underground railway, and the attic

of Oberlin's president's home was frequently used to shelter slaves fleeing to Canada.

When it was founded in 1833 as Oberlin Collegiate Institute, the college had a strong theological background, and it became known as the centre of "Oberlin Theology," an evangelistic movement of the period. Today, in addition to a graduate school of theology, Oberlin has a college of arts and science and a conservatory of music.

UNIVERSITY REFORM IN CONTEMPORARY INDIA

By

Dr. S. R. RANGANATHAN;
M. A., L. T., D. Litt. F. L. A.

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Editorial

IN a thoughtful article contributed to **THE SCHOOLMASTER**, the organ of the National Union of Teachers, England, Mr. W. R. Niblett, **The Meaning of Discipline** : Director of the Institute of Education, Leeds, discusses the inner meaning of discipline. He points out that it involves not merely manners and conduct, but also attitudes and beliefs. It means the unconscious assimilation of the culture and traditions of the community. "The most potent forces in any child's development," he writes, "are the unwritten laws and traditions and habits of his community". He illustrates this from many sources—the unusual training to which a Manus baby in New Guinea is subjected in order to teach it to grasp its mother's neck firmly when she is out canoeing in the sea, the fainting of Victorian young ladies and the drunkenness of Regency young men. Schools live within the culture of the community, and should seek to train their pupils to be free men within the tradition of the feeling and the culture amidst which they flourish. Schools succeed in disciplining their pupils only when their influence is not contrary to trends approved by the nation or the parents.

The unsatisfactory state of discipline in schools in India may be traced to the "divided souls" of our leaders. They have not yet made up their minds what to do with traditional ways of thought and life which still survive in India. In the result, our pupils are confused about values and ways of life. No wonder that discipline suffers when few are clear about fundamentals in national culture or the national educational policy. There is little use in regarding the present generation as perverse. What is obviously required, in the absence of clear sentiments at the top, is at least some worth while ideals being stressed in every school. Children cannot be left in a cultural vacuum. If good ideals are not

placed before them, they will get hold of bad ones.

We offer our cordial felicitations to **THE TEACHING** on completing twentyfive years of fine service to the cause of Indian education. The **A Silver Jubilee** : Oxford University Press are to be congratulated for maintaining a high level of discussion in the pages of this quarterly. Not a little of this success has been due to the devotion with which a succession of able editors have run it—Hamley, Champion, and Messrs. M. S. H. Thompson, H. V. Hampton and F. G. Pearce. The present editress is successfully holding aloft the torch handed down to her. It is in the fitness of things that **TEACHING** should celebrate its silver jubilee by a special number surveying secondary education in India from 1928 to 1953. **TEACHING** has devoted most of its work to secondary education : and the last twentyfive years, during which **TEACHING** has grown and flourished, have been years of change and experiment. The special number starts off with an encouraging message from Dr. S. Radhakrishnan, and is followed up by stimulating articles. Two of these deal with the problem of secondary education in general—one from Mr. S. Natarajan of the **BOMBAY CHRONICLE** and the other from Mr. Austin D'Souza, Miss Brockway surveys changes in girls' education during this period. Father Siqueira writes interestingly about the future school, and suggests a radical change in our approach to secondary education in relation to university education. Mr. Pearce pleads for Indian public schools. Mr. V. V. Kamat has many useful things to say about the curriculum of secondary schools. The reorganisation of secondary education in Bengal is discussed by Mr. J. M. Sen. We are sure that **Teaching** can look forward to greater service in the formative years to come.

Many philosophers have claimed that pure mathematics is *apriori*, which Arithmetic probably means that it has and Life nothing to do with life.

Many pupils who find mathematics difficult will readily agree with this dictum which in effect would make it lifeless. But arithmetic is a tool subject and plays an important part in accustoming the child to abstract thinking. How far this should go was discussed sometime ago by 'Jason' in the *Teachers' World*. He points out that we should not forget the fact that arithmetic is concerned with real things to which certain mechanical processes can be applied. In setting problems this should not be ignored. "Beware" he says, "of producing nine and ten year olds who can juggle marvellously with figures but have long since lost the art of sharing out apples." It is also suggested that more attention should be paid to the reading aspect of problems. In this connection, it is interesting to note that all the old classics of arithmetic in India showed a marked partiality for setting interesting and attractive problems.

An important educational experiment is being conducted in Australia New uses of with the use of pedal wireless broadcasting: transmitter-recievers. They are being used to allow communciation between pupils of correspondence schools in remote areas and their masters at the centre of teaching. This is one among the many uses to which broadcasting can be put in fundamental education, according to A. J. Halls. Writing in the Apl.'53 issue of Unesco's *Fundamental & Adult Education*, he describes how broadcasting can help in both pre-literacy and post-literacy work regarding fundamental education. Literacy workers can get advice and inspira-

tion from broadcasts. They can also conduct literacy classes with visual aids and broadcast lectures from the base. In preliteracy work, broadcasting may prove invaluable in evoking educational interest in an illiterate community.

In these days when the stress in India is more on the backward than the brilliant, attempts to find out the Bright Pupils : causes of academic achievement may not be widely appreciated. But we are neglecting our best pupils at the cost of national poverty and loss. It would be well to know where the secret of achievement lies, even though we may not care to make use of it immediately.

Mr. Harrison G. Gough, of the University of California, has reported the results of a recent investigation about 'What determines the achievement of High School pupils?' in the *Journal of Educational Research*. He sums up: "A survey... ..suggests the following tendencies as characteristic of the more successful students: (i) optimistic self-confidence, self-control, capacity for sustained and diligent application; (ii) acceptance of conventions, rejection of the frivolous and the diversionary; orderliness, planfulness and basic seriousness of purpose; (iii) personal efficiency, vitality and integration; (iv) acceptance of others, denial of ill-will and animosity, absence of interpersonal friction, emphasis on equanimity and rationality; and (v) sense of academic effectiveness, good study habits, sense of accomplishment."

Many of these qualities tend to be discouraged under modern conditions. If standards are deteriorating, part of the blame rests on discouragement of those who uphold them.

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